

# NEW YORK SCHOOL JOURNAL

## AND EDUCATIONAL DIRECTORY.

Vol. X. No. 297.

NEW YORK, MARCH 24, 1877.

Price Seven Cents.

### TABLE OF CONTENTS.

Howard Crosby, D.D., LL.D.,	1
Two Teachers,	Page 1
Disadvantages of our Profession,	2
When I'm a Man,	2
Recitation in Concert,	3
Need of Normal Schools,	3
Music—I'll Wait for You All at the Gate,	3
Dependent Teachers,	4
The Schoolmaster Abroad,	4
Advertisements,	5
EDITORIAL,	5
BOARD OF EDUCATION,	6
CITY SCHOOL NEWS,	7
Letters,	7
Geometric forms,	8
Teachers Holiday Trip to Europe,	8
Hoboken,	8
The Death Struggle,	8

### Howard Crosby, D.D., LL.D.,

CHANCELLOR OF THE UNIVERSITY OF THE CITY OF NEW YORK

Chancellor Crosby is a representative of a class of men who are of the highest value to the world. He is a reformer, yet not a theoretical and impractical one. He is most quickly sought out by those who have benevolent plans and designs. He cordially entertains them all. No one is more trusted to plan out wisely the distribution of money to accomplish the most good.

He is thoroughly identified with the progress of education, both public and private. From the preparatory schools he entered the University of New York City to graduate in 1844. In 1851 he was appointed Professor of Greek there, which he held until 1859; at this time he resigned to take the same post in Rutgers College, N. J. In 1861 he was ordained to the ministry, and in 1863 became Pastor of the Fourth Presbyterian Church in this city. In 1870 he was chosen the Chancellor of the University of the City of New York—these last two posts he still adorns.

As an author, Dr. Crosby is widely known, and is a recognized authority in Greek literature. His edition of Sophocles' *Edipus Tyrannus* is a standard work.

As an educator, we must rank him very high. He deserves honor, especially, not only that he sees the evils of intemperance, but that he proposes practical remedies. Most of those who are engaged in teaching in schools or colleges are satisfied to drill the elements of knowledge into the student and set him out into a world where he will be corrupted and overborne in two years' time. They resolutely shut their eyes and ears to what the world outside are saying or doing. The student does not know whether his teacher approves of temperance or not. Dr. Crosby takes positive ground on temperance; and he should be followed by every teacher in the land. Of what use is it to teach a young man Greek when he is a drinker of Gin? Can the college press him to love the four conjugations and five declensions in Latin while he devotes himself to Lager? The teacher can no longer halt between two opinions. Now we have a President who does not smoke tobacco, let the teachers take courage.

Chancellor Crosby has taken positive ground on the temperance question. He believes in having all classes of per-

sons unite their efforts to put an end to this gigantic evil. He welcomes help, boys' temperance societies, women's temperance unions, Sons of Temperance, etc. The position which he takes is unassailable. No man shall sell intoxicating liquors without supervision any more than morphine, arsenic, or other deadly drugs.

We close this brief sketch of this eminent and genuine teacher, practical reformer and helper to humanity, only asking of every reader to stand on the same platform with him. Do something besides teach a child to pause at a comma long enough to count one; impress the child's life with your earnestness. Let it be said of you, 'She has done what she could,' to stay the ravages of an evil that is the source of nine tenths of the poverty and suffering of the human race.

### Two Teachers.

Let us enter the room where one gathers about him more than fifty of all ages. He is certainly a plain looking man;



HOWARD CROSBY, D.D., LL.D., Chancellor of the University of the City of New York.

hair sandy, inclined to red; a freckled face; clothes of no fashionable cut; a stoop in his shoulders; his manners not engaging,—and yet he had evoked not only order but enthusiasm. We sit down and watch the scene. A class is called upon to spell. There is no noise or fuss made. One takes the floor as "head" and calls out the successive members, until all are in place. The words are pronounced:—weather, laurel, embryo, descent, voyage, dahlia, phlox, guitar, are among those we hear. Here we see boys of ten years, spell valiantly with others twice their size and age. They try once and if they fail the victor "goes up." But what we most admire is the calmness of the master and the earnestness of the boys and girls; one seems to know how to stimulate activity and when it is aroused how to use it. A class in reading comes on, and there is good

reading in the first, second and third classes. They read naturally. We watch to see if the master will read, himself, for the benefit of the class. Yes, he takes the verse the pupils seem little to understand. It is in the matchless "Ode to a Sky Lark," by Shelley.

"Sound of vernal showers  
"On the twinkling grass  
"Rain-awakened flowers  
"All that ever was

"Joyous and clear and fresh thy music doth surpass"

"Now, scholars, we cannot read 't until we know well the meaning, so we will look at some of the words. There is *vernal*. This means pertaining to spring. The showers of spring are peculiarly pleasing, for every living thing seems to enjoy it; the *twinkling grass* is plain to be seen if you look. The rain weighs down the leaf and finally becoming too heavy it rolls off and the blade rises to be weighed down again; this is going on with thousands of leaves, so that *twinkling* beautifully describes the effect; it is very delightful to see. Then the *rain-awakened flowers*—these are the flowers that were tired and faint, but bathed in the sweet shower are renewed in life and beauty; nothing can be more beautiful than a rose in which the gentle showers have fallen. These three figures; sweet sounds, glittering grasses rain-bedecked flowers—are the things with which he compares the song of the lark—all these he says the music of the lark surpasses." A few questions follow. It is plain that all understand it. Even the younger pupils are repeating the words. In fact, the teacher, we see, knows this by heart, and it would not be singular if the pupils knew it too. They evidently admire this poetry. The teacher reads the verse, and reads it with feeling. He understands the verse and interprets it. That is reading. The whole class practice it over, and then several singly. Next they recite the whole poem up to this point together, mainly without looking on the book. Next, the teacher calls upon some who can recite a verse to rise and say it. Each has a verse and each recites. The whole was evidently a common and natural proceeding.

Our teacher next drilled the whole school from a chart, on the sounds of the vowels, then upon the consonants. The second reading class was very much like the first. The third was composed of younger pupils and there was here a close questioning to see if the meaning of the words was understood as well as that of the sentences. While we could not penetrate to the source of this teacher's power, it was pretty plain that he

both loved and understood his work.

The other teacher we visited was of a different stamp. He had a better school room and better desks, and better-looking material, and yet there was something wanting. The pupils recited their lessons in a mechanical way that showed "their hearts were far away." The teacher heard a spelling lesson and the spelling was fairly done; the reading-classes read in poetry and prose, but there was no fire in the eye or feeling in the voice. The whole proceeding was destitute of the true elements of success.

We found ourselves studying up the case. We said to ourselves: "This man would not stay a day if it were not for the pay; he has no love for childhood; boys and girls have no charms for him; most all, doubtless, are nuisances. Their possibilities never strike him at all. He would never select



'a child and put him in the midst' as something to model by. And again we felt the responsibility had never weighed down on this teacher's mind. All the task he had undertaken was the filling in of certain pages of geography, grammar etc. Yet he was not a bad man, he was well dressed, quite the man of fashion.

We fell to asking ourselves, Does he read in the Bible?—Does he copy from our Savior? Does he pray for these young immortals? Does he rouse them to a sense of their capabilities? Does he strive to put their feet on the Rock? Does he build up character? Are his pupils fond of the Truth? Will they go to the stake for their opinions? And we doubted the man's real and permanent success.

This was years since. The boys of each have grown to manhood. The first one is still teaching; one of his pupils, I saw the other day; he spoke reverently of his master.—"All I am, I owe to him. I am not much, but I am an honest man, and such I shall remain." These and many such words lead me to think that the master lives in his pupils. The second is a real estate speculator, and, they say, has made money. I have seen one of his pupils, too. He is worldly-wise and never refers to his boyhood days except when he sees his old teacher is gathering more and more goods about him. Then, he says: "Egad, old Bowman, never should have taught school, he loves money too well. He only stayed at it until he had laid by \$1,000. We all knew he would quit as soon as he had made some money. He was no man for a teacher."

And I pondered upon the sentence, "He was no man for a teacher." Are there not a good many who are in the school room temporarily and have no solemn settled purpose to do good there—to impart the noblest part of themselves? To which of these two groups do you belong?

For the JOURNAL.

### Disadvantages of our Profession.

We will consider but briefly the notoriety conferred upon us. It is undeniably pleasant when we are taking our promenade on Fifth Avenue, dressed in the latest fashion which has cost us not much money but hours of time, to have our name shouted by a score of ragamuffins. Take no notice of it, says our worthy Principal, when we mention the fact. Well we don't, but others do and "that's just what's the matter."

Secondly, my brethren, nine out of ten of us acquire that school-teacher's look which is unmistakably the world over. To be sure we share this in common with counter-jumpers, artists, etc., but occasionally it would be pleasanter especially for us women to mingle with society as individuals and not as school ma'ams.

Thirdly, our perceptive faculties are cultivated to such an extent that we see many things which are not intended for our eyes and which unprofessional mortals would never suspect. The couple on the balcony at an evening soiree, the arm that Augustus slyly puts around Angelina's waist, the look of unutterable love that Angelina bestows upon said Augustus, the domestic asides of our hostess, what would we not give if we could be blissfully ignorant of them.

We feel an almost irresistible desire to box our dearest friends ears when he says, "Between you and I, you know." It makes us fidget to hear most clergymen read. If we could only stop them and say, "what pause at the end of that line sir" or "what is the emphatic word in the sentence," it would be such a relief. We are confident that we could write a more logical sermon than the majority and when the congregation sing through their noses, and with their mouths only half open, and always three seconds behind the choir we feel tempted not to wait for the benediction. No doubt a few table-spoonfuls of Calasaya Bark would do us good, but then one cannot always be swallowing medicine, and we live in hopes that our nervousness may be relieved by freedom from anxiety about our salaries. Improvements in ventilation and many practical suggestions about discipline may be made by the Board in the first year of the millennium. Meanwhile we suffer the slings and arrows, &c., and we have long since found out that it is no use opposing for that won't end them.

A. W.

## THE KINDERGARTEN.

LETTERS TO A YOUNG KINDERGARTENER.

WASHINGTON, Feb. 14th, 1877—708 11th St.

My Dear Mary:—

It is not the first time that I have heard of people making objections to have their children prick in the Kindergarten, because the strain for their eyes is considered too great. If you will follow my plan, these objections will not only be removed, but the pricking lesson will be invested with additional delight and interest. I understand that in

your Kindergarten you give the children every alternate week some pretty fancy picture to prick without regard to its uniformity, the same as is done in every other Kindergarten. I now pursue a different plan. I give to every child the same picture; the last I gave them was a morning glory leaf, with a May-bug crawling on it. I made this picture the occasion of a simple lesson in botany. Among "Prang's Natural History series for schools and families," arranged for instruction with object lessons by N. A. Calkins, you will find several envelopes containing each twelve chromo cards of variously shaped leaves, as of flowers, roots or poisonous flowers. I took one of these envelopes of differently shaped leaves, and showed each one to the class, giving them the name of each plant they belonged to, naming at the same time the family which, from its peculiar shape, it was one of. In order not to confuse them with too much instruction, we simply had a little conversation mainly on the particular leaf which they were shortly to prick. Thus the actual pricking lesson was considerably shortened, while the picture itself underwent a closer scrutiny from the children and when finished its peculiar shape was more firmly impressed upon their minds than it could have been without the previous conversation and botanical object lesson. Children of this tender age must never prick longer than twenty minutes at the time, and the greatest care taken lest they should be sitting in their own light. You do right to have it only once a week, the same as you do with all your other K. G. occupations and gifts.

In the kindergarten, as in everything else, variety is the spice of life. It is on that account as much as anything, that I recommend to you the whole series of Prang's Natural History chromo cards, to use with your advanced kindergarten pupils, though the youngest enjoy these illustrated lessons very much, if only they are made simple and interesting enough. I will describe to you the course I pursue in giving the regular natural history lesson with these cards, and as a favor would ask you to try my method with your scholars. You have such a genius for improving on any given method, or at least investing every lesson you give with such interest, that I would like to have your criticisms and your suggestions on the lessons below:

Now, children, I am going to show you some pictures of animals that belong to the hollow-horned rhinoceros family. It is true this great buffalo does not look much like this dear little chamois, if they do belong to the same family. Neither does Emma Fern look just like Annie Brown, yet you are both dear little girls, belonging to the human family, with eyes that can look up towards the shining stars, with voices to speak and to sing with, and each has a loving little heart and if I should see you coming from a great ways off, you are so much alike in all the principal parts of your body, I could not tell which was the one or the other, until you came near enough for me to notice the difference in the size and features of the two. But our great family of human beings are divided again in special families. So it is with the family of four-footed animals. Those that have cloven feet (it is shown on the card) and with horns that are hollow or empty, so that you can put water, powder or anything you like into them, we call the hollow-horned ruminous family. They may live in different homes and look very different but they all feed on grass and none of them ever kill other animals for the sake of eating them."

In every succeeding lesson, the main facts learned in the previous lesson are recalled and new facts are added. The twelve pictures of the hollow horned ruminants are shown one after another, their name is given, the country where they live, the peculiar shape of figure or horns pointed out, and some little characteristic mentioned. The children always repeat in concert the name of each animal and where it lives, as soon as it is given. Now we place one of the pictures before each child upside down. When all are given out, one child after another is allowed to turn his picture up, and if he does not remember what it was called, those that know are allowed to tell him. Thus one child after another turns up his card and is expected to tell all he knows about the animal which is represented upon his picture card.

We commence this time to have the children turn their cards up at the other end from where we began the previous week, and alternate in the same manner when we offer the balls to the children to select from, so as to be perfectly fair and just to all. With each lesson a story in connection with some one of these animals, descriptive of their habits, etc., may be told, and helps to make this a favorite lesson with all the children.

As they become familiar with one set of or series of cards, they are introduced to a new family; the two kinds are mixed, and it becomes quite a matter of interest what each one's card will turn out to be. After the lesson, one of the older children is allowed to separate them and replace them into their respective envelopes. With every lesson a different child is privileged to do this pleasant duty.

If your school is large, you will need more than one package of each series. A teachers' manual comes with every

set of natural history chromos, which is quite reliable and useful.

I was very much amused by your account of the little four year old boy in your K. G. whose block, he told you, represented the "Greek Slave," this equals my little Gertie Johnson. When the little ones were all holding two long flat sticks obliquely, so as to form an A, but rather as I told them, to form a mountain, and asked each one to name theirs, she said, when her turn came, mine is the 'Rock of Ages' How the child came to have that idea is more than I can imagine, for it had never been named in our Kindergarten. The little darling was not quite four years old when this took place.

I shall soon write to you again, and hope you will excuse my long delay in replying to your last interesting epistle.

Believe me, ever yours most sincerely,

LOUISE POLLOCK.

### When I'm a Man.

By J. W. Barker.

FIRST BOY.

My friends I'd have you all to know,  
I have a very certain plan  
Of what I mean to be and do,  
When I have grown to be a man  
I'll make a stir, you may believe,  
I always hate an idle'drone,  
One who is cautious, faint of heart  
And dares not call his soul his own.  
I'll be courageous everywhere,  
And never cower like a slave,  
He is not worth a cent to scare  
Whose heart is always stout and brave.  
I mean to lead the very van,  
When I have grown to be a man.

SECOND BOY.

I'll tell you what I mean to be  
Of all the men, he is the best  
Who brings his fellow, to the knee,  
And sits in judgment o'er the rest;  
I guess I'll be a governor,  
And then perhaps a president,  
With things so fine for all to see,  
A splendid mansion free of rent.  
And servants waiting my command  
With carriages and horses fine,  
And everything so gay and grand,  
With which to cut a splendid shine;  
O, is not this a glorious plan  
When I have grown to be a man.

THIRD BOY.

A flippant lawyer I will be,  
To sit in court and make a plea,  
With friends so true and money plenty,  
And clients thick, from one to twenty;  
To settle claims where titles clash,  
Make out the papers, take the cash,  
To see what common law enforces,  
To settle wills and get divorces;  
To hear the proof and sum up cases,  
To see the sad and sunny faces;  
When I shall triumph and my name  
Be written on the scroll of fame;  
O, who would not a lawyer be,  
To get the case and get the fee?

FOURTH BOY.

I'd be preacher grave and solemn,  
All learning and wisdom know  
Amid the darkness universal,  
The way of life and truth to show;  
When men are wrong I'd put them right,  
And lead them in the better way,  
When they are blind, I show them light  
And see they wander not astray.  
I'd have a church, whose glittering steeple,  
Should press against the very sky  
To point the eyes of all the people  
To a far better home on high.  
O, is not this the thing to do.  
For boys like me, and girls like you?

FIFTH BOY.

I mean to be when I am older,  
And I have grown a little bolder,  
My blood perhaps a little colder,  
And have a little broader shoulder;  
I mean to be a politician,  
And run for office, if I can,

And show myself at the election,  
To be a very mighty man.  
I'll be a speaker grand and witty.  
Perhaps I'll be a school committee,  
And go around the town no doubt  
To see what children are about,  
And to make a speech to let them know  
What trees from little acorns grow.

## SIXTH BOY.

I mean to study hard to be,  
A doctor of some high degree,  
To cure all forms of human ills,  
With larger or with smaller pills.  
If fever comes as come it must,  
To teach all men they are but dust,  
And teach the doctor's power to save,  
Poor mortals from a waiting grave,  
For measles, headache, gout and croup,  
I'll order medicine or soup,  
And it will be delight to see  
The patient sufferer, well and free.  
Men shall not die upon my plan,  
When I have grown to be a man.

## SEVENTH BOY.

Would you like to know what I'm to be?  
I'll tell you truly, if I can,  
Though 'tis not very clear to me  
Just what I'll do when I'm a man,  
I think I'd like a farmer's life,  
To tend the sheep and hoe the corn,  
Away from clamor, and from strife,  
To greet the spring or winter morn;  
Perhaps a judge would suit my taste,  
A merchant I might wish to be,  
A traveler o'er some dreary waste,  
A circus or managerie.  
A sailor on the raging main,  
A soldier on the tented field,  
A teacher in the school to reign  
The scepter of the rod to wield.  
'Tis so uncertain, after all  
Just how the world will meet my plan  
I think I'll heed the certain call.

## ALL.

If we are men the world will need us,  
If we are wise the world will heed us;  
There's room upon the summit high  
For every one of us that try;  
There's work for all, and we shall find,  
A place for all who have a mind  
To work, where there is work to do,  
'Tis only left for me and you  
In every place to do our best,  
To bow to duty's kind behest,  
The world moves on, we cannot stay  
To idle precious time away,  
I'm sure the world will need us when  
We've grown to manhood and are men.

## Recitation in Concert.

## FOR THREE CHILDREN.

We are but little children yet;  
We are but little children yet!  
But as we grow, the more we know;  
We hope we may be wiser yet.  
We wish to learn to read and spell;  
We wish to know our duty well!  
And every one who asks we'll tell  
That we shall soon be wiser yet.

Perhaps we are but naughty yet;  
Perhaps we are but naughty yet!  
But every day we try to say,  
We'll be a little better yet.  
We mean to mind what we are told;  
And if we should be rude or bold,  
We'll try to mend as we grow old;  
We'll wish that we were better yet!

You think we are too giddy yet;  
You think we are too giddy yet!  
But wait a while, you need not smile,  
Perhaps you'll see us steady yet.  
For though we love to run and play,  
And many a foolish word we say,  
Just come again on some fine day,  
You'll find us all quite steady yet!

## Need of Normal Schools.

PROF. W. F. PHELPS.

"Oh, we to those who trample on the mind,  
That deathless thing! They know not what they do  
Nor what they deal with. Man, perchance, may bind  
The flower his step hath bruised; or light anew  
The torch he quenches; or to music wind  
Again the lyre string from his touch that flew;  
But for the soul, oh tremble and beware  
To lay rude hands upon God's mysteries there."

The normal school should be essentially and strictly professional. Established to supply the wants and necessities of the common and subordinate schools, its organization, course of study and management must be such as will most truly, effectively and faithfully accomplish the objects of its creation. It should not content itself with the manufacture

Education is a science. Its principles, which are the guide to its practice, are as definite, and may be as definitely stated, as those of mathematics or mental philosophy. It is, therefore, a subject worthy of profound study. Indeed, its investigation is an imperative duty with all who aspire to be educators. Hence, in defining the objects of this school, its wise founders stated them to be "thoroughly to ground its students in the science of education and the art of teaching the young."

This art of teaching implies not only those multiplied processes and devices by which the undeveloped mind of childhood is reached and exercised, but also the whole detail of School organization, classification and discipline. The means and methods by which not only the intellectual but the moral and social character of the young is to be formed.—Were our normal schools truly to realize the end of their establishment, here would be the legitimate and proper field of labor. The science of education, the theory and practice of

## I'll wait for You all at the Gate.

Music by HORATIO C. KING.

1. Let me go for the morning is breaking so sweet, Let me go, I no longer can  
2. I will come oftentimes from the love-land, so sweet, Your af-fec-tion and toil to a-

wait, I'll a-way to our home, our Re-deem-er to meet, Where I'll  
-bate,— Or I'll send by some an-gel,— if Je-sus thinks meet, And I'll

wait for you all at the gate; I would stay but the Mas-ter is  
wait for you all at the gate; Hark! the song of sal-va-tion is

call-ing so sweet, And the fu-ture is not a dark fate; No, the  
ring-ing so sweet; See! the an-gels are com-ing in state; And the

land of the saints is most fair and complete, And I'll wait for you all at the gate.  
Sav-our is beck'ning,—I'll fly to His feet. But I'll wait for you all at the gate.

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of fine scholars merely. We have high schools, academies, colleges and universities, whose function it is to minister to the literary and scientific wants of the student. If they, with all their facilities, with all their endowments, and all their public and private patronage, fail in their object, it is vain to expect the normal school, whose objects are special, to perform that office; the normal school should not deal so much with the *what* as the *how*, and the *wherefore*. Its strength should not be so much expended in training its students in the principles of science, as in developing, illustrating and practicing the best modes of using those principles as a means of educating the young. The best Teacher is the one who teaches the child how to teach *himself*. The best teacher is he who imparts to the young the strongest *will* and the best way to use his own faculties.

teaching in the comprehensive sense in which we have briefly alluded to them, affording ample scope for the exercise of their functions.

Again, it is believed that no class of institutions in the world have it in their power to contribute so essentially to the cause of sound learning and the diffusion of knowledge among men. This great object, however, is not to be accomplished by elaborate and extended courses of study profoundly pursued; but by *discovering* and *applying* the best methods of study and investigation—by impressing, through its graduates, upon the young, habits of systematic and vigorous thought. It is while young, in the primary schools, that the mind receives its bias for good or evil. It is in the Primary school where its habits of thought and of study are formed. If, then, we would multiply a thousand-fold the



mental and moral resources of this great nation; if we would increase the sum of human knowledge; if we would make the wise wiser, and the good better, let us increase the number of their years by shortening the road to knowledge. Power improperly applied is time and treasure lost. This maxim holds good whether in physics, metaphysics, ethics or pedagogics.

The experience and observation of every intelligent observer will bear me out in the assertion that in most of our primary schools, at least one-half of the time and strength employed, are worse than wasted. Indeed, we will come higher up, and assert that scores upon scores of young men and young women have entered these halls as students who had not yet learned how to study. Accustomed from their entrance to the primary school to their advent here, to a habit of blind memorizing; taught to pick up dry facts alone, and to take them on trust in every case, they were like strangers in a strange land and heard strange sounds as the lachrymic 'why' was rung in their ears. They had not been accustomed to hear 'wisdom cry' or 'understanding put forth her voice.' So baneful have been the effects of early misteaching on some who have come under my observation here, that they have left as they came, the sad monuments of mental darkness and misdirected effort. When we reflect upon what might have been accomplished during these precious years thus wasted, how shall we estimate the loss to the human race of so much priceless mental wealth?

Teaching will become a profession—will be acknowledged, regarded and respected as such by the world, when teachers themselves make it so. They will make it so when they discard empiricism and look upon their noble calling as an application of great principles to the development of human faculties. They will make it so when they lead public sentiment and form public opinion upon all matters pertaining thereto. They will make it so when they respect their calling, and respect themselves enough to take its and their interests into their own hands. Place the schoolmaster before the bar to argue some abstruse point of law; perch him upon the bench to decide it; make him a knight of the scalpel, and ask him to demonstrate the nervous tenses; set him down before a fort and order him to take it, and you would do a very foolish thing! His native modesty would revolt at the bare suggestion of ideas so preposterous!

But lawyers and justices sit in judgment and gravely decide upon the merits and the demerits of the poor pedagogue; doctors dissect his daily programme and dictate his course of study, while captains, colonels and other military gentlemen invade his sanctum, attack the citadel of his authority, demoralize the discipline of his corps, and perchance court-martial and cashier him for mismanagement or incompetence! These facts are notorious. They carry with them their own commentary.

But how long shall these things last? We answer, until your calling is regarded and respected as a profession. Multiply, then, your Normal Schools. Improve and perfect them. Give to them their right direction. Let them not forget their high aim. Let their standard be elevated and commanding. Let them ever be fountains of living water, whose pure streams shall flow forth to gladden and adorn and beautify the whole earth. It is through them, as the heads of our educational systems, that we are to look in a preeminent degree for those most effective and perfect modes of developing the minds and of forming the characters of the young, and thus of elevating and expanding the intellect of the human species by that only rational process, the 'ounce of prevention.'

Stand by the normal school. Demand more of the same sort, only better if possible! It is a modern institution, and therefore not perfect. Experience, if we are wise enough to profit by it, and the fostering care of the people, will do much to improve and perfect it. We need more of them now. See to it that we have them.

### Dependent Teachers.

It has been only a few years since, in many sections of our country so-called teachers were only petty tyrants. They were so cruel and despotic in their government, so unmeasurable in their demands, and they scolded and used the rod with such unceasing vehemence, that their pupils came to look upon them as monsters, and their school-rooms as prisons. Such teachers succeeded in the communities in which they thought. They only carried out the ideas which their patrons held respecting the teacher's duties. Taught in such schools, and raised by such parents, when one concluded to become teacher, he was fully prepared, and naturally inclined, to do his part in rendering children placed under his control as miserable as possible. If he should fail, however, to be as cruel and exacting as Dickens' Squeers, he would be considered unfit for his vocation.

How we shudder when we look back upon those dark

gloomy days of our childhood! Who is not glad that most all such teachers and such ideas have passed away?

A revolution was needed, and a very great one we have had. But have not teachers been forced, by public opinion, from one extreme to another? Now it is too often the case that children are not governed at home, and when they are sent to school, or rather, when they conclude to go to school, they must be governed there by smiles, coaxing, persuasion, or not be governed at all. If the teacher should be so unfortunate as, in some way to displease his pupils, they having entered school because they felt so inclined, now leave for the same reason. What then? Teaching is his vocation, and without students he is without means of making a support.

Situated thus, teachers too often lose all independence, and throw themselves entirely upon the mercy of their pupils and their more unreasonable parents. Afraid of losing pupils or their parents, by displeasing somebody, they assume a servile, fawning, cringing manner in the school-room, and in their business transaction with parents and trustees. Such teachers are a disgrace to their noble profession, and yet they are to be pitied.

The teacher who does not make most of his pupils love and respect him, and who fails to make the school-room attractive and pleasant, should quit teaching. But the teacher who, to gain the good will of pupils and parents, and thereby secure a large attendance, resorts to coaxing and humoring children when he knows, perhaps, they should be punished;—the teacher who is so dishonest as to pursue such a course, deserves the contempt of all good people.

There is nothing much more despicable or hurtful than a dependent school.

Let teachers have ideas of their own, do what they believe to be the teacher's duty, regardless of their whims and caprices of unreasonable parents, and, if they do not succeed at teaching, let them do something else. But such a spirit of independence, instead of causing the honest, competent teacher to fail, will, in our opinion, only help him to success.

F. Z. T. J.

### THE SCHOOL MASTER ABROAD.

LETTER NO. 2.

PICTURESQUE JOURNEYINGS IN THE SOUTH—FREDERICKSBURG, RICHMOND, NORFOLK, ETC.

Dear Journal:—On the 20th day of January last, I entered the forlorn looking city of Fredericksburg, Va., and proceeded to get acquainted with the objects of interest to be found therein. The bridge spanning the Rappahannock, first attracted my attention, and going upon it, I measured the width of the river at this point. The stream is about 150 yards wide; and just here, tradition says, that Washington threw a stone clear across it.

Here also, the Union forces attempted a passage during the late war or rebellion. Opposite to the city across the river, is a range of hills, on which Federal cannon were planted to command the situation. Early in the morning of the 12th of Dec., 1862, pontoon bridges were being laid by which our troops might cross to the town. General Lee, gave orders, so stated, that the Yankees should be allowed to cross without molestation; but unfortunately for the place, General Barksdale's Mississippi brigade, which was posted there, fired upon the pontoons and endeavored to prevent the crossing. The result was, that the city was pretty nearly demolished by the counter fire of our guns. The ruins of which still stand, showing a mournful record of the horrors of the war.

However, the Union soldiers forced a passage over, and then came the direful tug for mastery; the Confederates retreated back nearly a mile, and sought an effective breast-work behind a stone wall, at the base of a low range of hills, called Marye's heights. There they were charged several times by the Irish brigade under Gen. T. F. Meagher. That splendid and impetuous body of troops was nearly destroyed, and the victory upon the bloody field of Fredericksburg was a dearly bought one, as the number of brave and honored dead now resting in their graves, in the cemetery on the heights can testify.

After going over the battle ground, I then went to the cemetery, and saw there recorded that about 16,000 men were buried on its sunny slopes.

12,000 of the number, are registered as unknown. Oh, what a fearful comment, on that Christian principal, of love and charity to our fellow man.

I was nearly heart-sick, while reflecting on the sad scenes that were here enacted, accounts of which were furnished to me by eye witnesses. Yea truly, "They sleep their last sleep, they have fought their last battle, no sound can awake them to glory again!"

Arriving in Richmond on the 24th of the same month, I

visited the Central School; it was formerly the mansion of Jefferson Davis, and being very roomy and in a good location, it makes a very good public school building. S. T. Pendleton, Esq., is the Principal, and conducts the affairs of the institution in a very able and commendable manner.

The other schools too, came in for a share of visitation, and I find they are working well, notwithstanding the many drawbacks the South experienced during and since the war.

Libby prison, or rather the old tobacco warehouse, that was used as a place of confinement for Federal prisoners was to me as especial object of interest. I walked about the fine floors, and judging by eye measurement, the building to be nearly fifty feet wide and nearly three times as long. Here were gathered some 300 black women, distributed on the several floors, among heaps of tobacco, stripping and sorting in a very lively manner.

The stench from the drying process was almost suffocating; and between sneezing, coughing and shedding tears, I could scarcely navigate. Now I ask an old Aunty,—How much do you get for this terrible work?—"Oh, sah, we gits a half cent a pound for stripping." "How much can you earn a day?"—"Well sometimes more, and sometimes less; pr'aps 50 cents de day."—"Don't it make you sick to work here?"—"Lor, bless you honey—I've gits sick? No, no, I've got something else to tink on, ha, ha, ha,—I've used to it."

I found Norfolk, Va., to be a lively, thriving city, showing more energy and public spirit than any other southern city that I have visited. There are four handsome school buildings for the public, and several first-rate private ones.

General Page is School Supt., and manages things with a skillful hand. While visiting him, one morning, a boy entered, and desired to be placed in one of the schools; the veteran asked the necessary questions, preliminary to admission, but the boy forgetting the courtesy due to the occasion, promptly replied, although keeping his seat in the chair.

Then the Ex-Confederate General, toned up, in true West Point etiquette, saying,—"My son, when you address a person, always stand up, and be always respectful and dignified to your superiors, etc." Thus he harangued his listener, in a voice crisp and soldierly, penetrating and stern. That boy will never forget that interview with his military school Supt. The General commanded at Mobile, at one time during the war. While going down the street, I saw a large gathering of colored persons with tin kettles in their hands, and some coming, and others going off with a steaming, odoriferous compound;—something good for a hungry man, was the intuitive hint I received.—A soup house. I joined at once the soup brigade, and pushed in ahead of time.

"Mister, will you sell me a supply?"—"Of course, all you want; here Jack, hand this man a quart of soup." A quart of soup, and a half loaf of sweet, palatable bread were placed before me, and which were eaten with a relishable appetite, that is so fully experienced by those who enjoy the liberty of out door life.—"Well, mister, how much do I owe you for the soup?"—"About five cents." Thus I find in some of the southern cities, places established, where the poor are supplied daily with this nutritious and healthy food, gratis.

An old teacher of forty years experience, told me that boys are harder to govern in the south, since the war. In some of the private schools, I found the discipline very slack; and in most of them, the principals were living simply from hand to mouth.—"We are very poor," is the general testimony.

Wilmington, N. C., is built on a sand hill; the streets are unpaved, and the sidewalks are unflagged; and there is only one school-house worth mentioning; it is called the Tileston Normal School, presided over by Miss A. M. Bradley, from the State of Maine. The house was built, and is sustained by a wealthy lady of Boston, named Mrs. Mary Hemingway. The teachers, some eight in number, receive better pay than any others in this part of the South. The school enjoys a fine reputation, and many parents are desirous of getting their children into it. It is fully equal in every respect to the best schools of New England.

The other school buildings in the city are old rookeries. In some of the large villages, no schools are kept, because the people say, we have no money to support them. But I find instead, the Bar-rooms open and well patronized.—Yes, "the poor white trash, and the Po' black man are there on a common level, drinking that universal article of the South, called Corn whiskey. A villainous compound of Fusel oil, full of headaches, poverty and its attendant miseries." So it is; the Bar rooms open all over the land, and the school houses closed.—"We are very poor"—is echoed on my ear wherever I go.—"There are none so blind as they that will not see."

CONTINUED ON PAGE 8.



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THE cut of Chancellor Crosby presents a speaking portrait. We are indebted for this to the *Church Union*, published by Mrs. E. B. Grannis. This is a sterling paper and is ably and skillfully edited, and takes a high rank as an earnest exponent of a real Christian brotherhood. Among its contributing editors are Rev. Drs. Duryea, Crosby, Burchard, Smith and Chester.

THE President of the United States does not smoke tobacco! Tell it, teachers, to your pupils! Old times seem to be coming back! A man can live without a cigar in his mouth! Yea, he is better off without it; he will live longer in the land! Most of the culture and the gentle manners impressed at so much cost by faithful women teachers throughout the land disappears when the cigarettes appear. Tobacco is antagonistic to Education.

"I like the JOURNAL very much. It is well worth the money to every teacher who wishes to keep up with the times. I intend to take a SCHOOL JOURNAL as long as I am a teacher." These are the words of a subscriber in Indiana, and we commend them to those who suppose the teachers out West are quite benighted and behind the times. Quite the contrary. Some who live in this city, a good many in Brooklyn and Jersey City, are 'a' that, and 'a' that.

Will our readers look over the numbers of THE JOURNAL received during 1876, and send us the following numbers, viz.:

244,	256,
250,	266,
275,	

An unusual number of bound volumes being required forces us to ask this favor. We will pay ten cents per copy for all we use for twenty-five copies.

It is one-half of school government to expect obedience. And that teacher who is not hopeful of success will generally fail. Hence faith is an important element in the teacher's character. Few pupils make progress if they think the teacher doubts them. They must have the confidence of the teacher; he must let them see that he believes in them. And the teacher must believe in his pupils. Not that they are to be eminent, but that they are doing their best, and one worthy of respect.

It is remarkable that some teachers have effected so much, have roused up such a spirit of emulation and effort. We look at them, and see their bodies are frail and sometimes the face is unprepossessing.—We remember Prof. Anthony of Albany; he was a cripple, his form was misshapen, his face distorted, yet he was unequalled in moulding power in the school room. His pupils forgot his personal defects; they looked upon him with reverence. It is the indwelling spirit, not the examination certificate that makes a teacher.

WE have before us a copy of the *American Art Journal*, which was founded by Mr. H. C. Watson. Its handsomely illustrated with cuts referring to the 'Wagner Fete,' now delighting large audiences at the Academy of Music. The *Art Journal* is the only weekly musical journal in the country, and has become quite an authority on musical matters both here and abroad. It is now conducted by Mr. W. M. Thoms, who has been connected with it since the termination of his college days about nine years since, we think. He makes it a bright and pleasing paper.

THE Trustees of the City College met on Tuesday. Prof. Koerner, for twenty-five years Professor of Drawing, Descriptive Geometry and Aesthetics in the college, sent in his resignation, to take effect Dec. 31, 1877. The Executive Committee sent in a report to abolish the Professorship of Drawing. They also proposed to take away the direction of the introductory class, now under the faculty of the College and place it under the supervision of Prof. Scott. This matter will come up for discussion at the next meeting; meanwhile we lay over an interesting article on the subject.

THE pictures are works of the highest merit. Some of them can be found on the walls of elegant Fifth Avenue mansions. They are valued by all who possess taste, they cultivate it in all who look at them.—Why not own one of these beautiful things? You have only to send us \$2.50 and say which one—remembering to give us several names—so that if the first choice is exhausted, we will send the second and so on. This offer applies only to those subscribing or renewing since Feb., 1877, those subscribing before time can have a picture by sending us twenty-five cents. All not subscribers will pay \$1.50 each.

## KEEPING ORDER IN THE SCHOOL-ROOM.

The teacher meets, at the outset, more or less pupils who are unwilling to maintain good order. They have, perhaps, come from households where obedience is not exacted of them; or perhaps they are willful and obstinate by nature. The teacher will have pupils whose sole effort seems to be to destroy the quiet of the room, whatever reason may be found for their doing so. With him the greater question is, what and how to meet and bring them into order. Let him remember that in this very class the best metal of the school-room will probably be found. These pupils are not to be driven out by absolute command or, what is just as effective, pushed out by the 'cold shoulder' process, or sneered out. They are to be kept in by the requisite tact enlisted in the work the teacher, has for them.

It is well to remember that one who is skillful in keeping order finds plenty of work for his pupils. The art of keeping order is, with them, the art of keeping the pupils employed. No man can keep order among idlers. Hence, the first thing is to plan out work and set the pupils upon it. The pupils must, day by day, learn to work. Enough must be required to fill up the whole of the time. It is not enough to talk to the pupils with a view of employing them. As an example, a teacher was placed in a room of strange pupils without books to give them—and at least the whole

day would thus be spent. What should she do? She did not dare to write on the blackboard, fearing to turn her back to a mischievous class. She called up a pupil to write the names of the States, another the capitals. When written they were recited until learned, then rivers and towns were taken up. As soon as a pupil appeared particularly troublesome, he was sent to the blackboard. Many a teacher has been placed in circumstances where the exercise of almost infinite tact was necessary to repress an outbreak, and yet it was done. By thought and observation the elements of order are seen to be few. Have a time when each recitation not only but every lesson is taken up. At a certain time have a class study a certain thing; at a certain time have a class recite a certain thing. This method will, in nearly every instance, build up good order in a school. It teaches it by practice.

There are those who are very happily endowed by nature—they look their commands. In some way they convey a knowledge of their wishes. But few teachers can expect to attain order by such methods, yet every one can improve his talent of government. With this is connected most closely the art of self-government, self-knowledge, self-balance, call it what you will; it is a resting down on one's own abilities, be the emergency what it may. The good disciplinarian is not demonstrative, easily surprised, noisy or doubtful.

To govern easily, that is the summit. To influence nightly, that is the object. A part of this is in the pupil and a part in the teacher; what is in the teacher can be improved almost indefinitely.

## NEW YORK CITY.

## The Board of Education.

The Commissioners met March 21.

Present. Messrs. BEARDSLEE, BAKER, COHEN, DOWD GOULDING, HALSTED, HAZELTINE, PLACE, SCHELL, TRAUD, VANDERPOEL, VERMILYE, WEST, WHEELER, WATSON, WETMORE, WALKER, and WOOD.

Absent, Messrs. KANE, KELLY, and WILKINS, COMMUNICATIONS.

From Trustees of 4th Ward for leave of absence of Elizabeth A. Brady of P. S. No. 14; from 9th to alter P. S. No. 18; from the 17 for leave of absence for Miss Carrie Hazel-tine, G. S. 19, to Sept.; also to have green blinds on G. S. 59; from 19th to build on 68th st., and Lexington Ave.; from 22nd to purchase lot in west 40th st.; from the 23d for pay for Misses Hills, Gibb, Albrow and Frisbee.

## MISCELLANEOUS.

From citizens of 10th Ward in relation to the moral nuisances in the vicinity of the schools of the 10th Ward.

From Ivison, Blakeman, Taylor & Co., giving reduced prices of Spencerian Copy Books.

## THE CITY SUPERINTENDENT'S REPORT.

No. of Schools examined	39
Classes	in instruction, 437
" " " found excellent	230
" " " good	170
" " " fair	35

The discipline was reported good or excellent in all except 7; of the 39, 29 were reported as under excellent management.

The aggregate number of pupils on register is 116,006, the average attendance is 106,495, an increase over last year of 4,524.

The absences of teachers during February 1877, is 1,257 days. The absences during 1876, 2,037 days, decrease on last year of 800 days.

Mr. Vanderpoel offered a resolution in reference to agents and others visiting the schools.

## REPORTS.

Mr. Walker offered a resolution that a deduction be made of three and one half per cent. from all the pay rolls excepting those of City Superintendent and assistants for April, 1877. To By Laws.

The By-Law Committee sent in a report in favor of the above reductions.

Mr. Walker sent in a resolution asking the By-Law Committee, to consider and report whether the restriction on corporal punishment should not be modified.

The Committee on Teachers recommended to reprimand Miss Cohen for inflicting corporal punishment; to dismiss Miss O'Brien's appeal.

The Committee on Sites reported in favor of buying lots adjoining G. S. 28, and \$8,000 was appropriated; also adverse to purchase S. W. cor. Houston and Norfolk; also adverse to lots 67 Pitt street.

The Committee on Buildings reported adverse to hiring Brevoort Hall; also to hire premises now occupied by P. S. 39 at \$1,500; also to rehire 32 City Hall Place.

The Committee on Furniture reported in favor of appropriating \$475 for desks for G. S. 18; also \$150 for desks for F. D. 23; also to purchase three pianos at \$375 each.



The Finance Committee reported the annual apportionment of that portion of the School Fund. The total number of pupils entitled to participate is 101,221.

The State quota is	\$596,631.18
One-twentieth of one per cent on taxable property in N. Y. City gives	555,527.17
Total	\$1,152,158.35

or about \$11.37 per scholar.

Also to give the corporate schools \$4,198.46 in addition to the \$103,000 they receive from Board of Estimate and Appropriation.

The E. S. Committee reported in favor of paying Miss Murray and Mr. Laurpber for registering pupils in evening schools.

### CITY NOTES.

The Inter collegiate Literary Association, met on Friday of last week, to elect regents. The following subjects have been announced. "The Growth and Progress of Political Parties in the United States since the formation of the Federal Unions," and the Advantages and Disadvantages of the American Novelist."

The Board of Education transacted only routine business at the last meeting. Mr. Walker brought in a resolution respecting a modification of the By-Law respecting Corporal Punishment. The Board could do no act more needed in the interest of the scholars, than the restoration of the power of inflicting punishment upon boys at least—into the hands of the Principals. It is doubtful after a year's trial whether more than one case in a school should be reported; it is the knowledge that punishment *can* be inflicted that will prove of sovereign benefit. There is a class of bright, saucy, and oftentimes profane and obscene youngsters that need—yes, positively *ache*, to have the strong hand of authority laid upon them, to restrain their waywardness. These despise the schools because they see boys allowed to do deeds therein and go unpunished, who, in the street would be handled with irregular but genuine justice.

Mr. Walker has started what it is hoped will be a reform. The ability and thoroughness with which he handles all matters he undertakes, is the warrant that he will show the "milk and water" system in its true light. The number of boys who are "shouldered" out of the schools by the coldness of the teachers who would teach them if they would mind; of those whom parents take away and put into the parochial schools because an unwise By Law commands "to spare the rod and spoil the child,"—the number of these we say may be reckoned by thousands. The Truant Agents bring boys in who are no fit subjects of school discipline, because that discipline has power to restrain and reform. It is to be hoped that the excellent system of schools in this city, will be put by Mr. Walker's efforts back into the good old custom of our forefathers. Part of the Catechism we learned, runs as follows:—

"Thy ways to mend  
"God's Book attend,  
"The idle fool  
"Is whipt at school.

Moral suasion has had it day, as well as greenbacks; by severe lessons we shall come to see that our predecessors knew how to bring up boys a great deal better than we—judging by the results.

Mr. James Murphy, of G. S. No. 18, lately finished his labors as principal of Evening school No. 53, with some very pleasing exercises, of which we gave brief notice. He appears to have had an unusually interesting session, judging from the deep personal regard aroused among his pupils.

On Friday evening last, the young gentlemen of the first class determined to show him some proof of their esteem.—They proposed to make him a visit. All the assistant teachers in the Evening School, Messrs. Barringer, McGinn and Kyle, Misses Cowhy, Lloyd and Reed, were on hand. Mrs. Mahoney, who had been so earnest in her work, was absent from illness, we regret to say. With this company were several ladies and others, the whole number being about sixty. Mr. Murphy arrived home about nine o'clock to find his house illuminated, and an array of pleased people on hand to greet him. There was a busy hand-shaking, there was much mirth and music and various amusements. The singing by E. Michelbacher is spoken of as very entertaining indeed. Then some recitations by Messrs. Axelwesten, Cohn and Lemon were delivered, and these being well done elicited applause. After some time was exhausted in this, it was suggested that refreshments would be in order, and so they repaired to the supper room, which was found to be handsomely and bountifully supplied. This was the arrangement of the lads of the first class, be it remembered, who had come to make a friendly call. After the supper was over a beautiful bouquet was presented by the pupils to Mr. Murphy, and some pleasant little speeches got off.—

Then the parlors were again sought, and more music and pleasure filled up the Evening.

Miss Berry, Mr. Herzog, and Mrs. Murphy are especially spoken of as promoting the comfort of everybody among a large number of helpers.

Mr. Murphy is a stranger in Yorkville, but with this beginning will, it is surmised, feel at home; certainly he will long remember the friendly surprise party by his first class boys.

The original address by Andrew Lemon at the closing exercises having attracted attention, we publish it here. It is a very creditable production and well written.

VALEDICTORY. (By Andrew Lemon).

We assemble this evening for the purpose of celebrating with appropriate exercises the closing of this Evening School.

The year that has just passed has been unusual in celebrations, the chiefest being the celebration of the 100th anniversary of the declaration of independence. What a century it has been since that event happened! Our glorious Republic has grown from thirteen feeble colonies trembling at a few regiments of foreign mercenaries, into a large and prosperous nation, some of whose States are equal to great empires.

Among all the things our country has achieved in the century, I do not think that we should boast so much of its great buildings, its steamships, its manufactures, its inventions, its prosperity, as for the establishment on a firm basis of our free common schools; for these enable all the boys of our Republic to obtain an education. An education elevated such men as Lincoln, Wilson, Franklin, and others whose lives and noble attainments are ever before us school boys. The School trustees who have the desire to open such night schools as this of Yorkville deserve thanks—and these we tender here to you.

This school was opened for the first time for the reception of scholars in Oct., 1876, and notwithstanding the fact of a Presidential contest during the term and the tendency of the scholars to be led off by the excitement attendant on such occasions, the attendance throughout the entire term has been exceedingly good. We have enjoyed many advantages within the walls of this building, many happy hours have passed away in the pursuit of useful knowledge and many friends and associations have been made.

To those to whom we are indebted for securing us kind, able teachers, for all the various advantages of books, so necessary to the scholar, we are grateful. Our Board of Trustees, Messrs. Hopkins, Alston, Thalmeisinger, Pomeroy and Donnelly have taken a deep interest in the school; they have given their time and effort that we might be benefited, and be fitted to occupy positions of honor and trust in such station in life as we may be called to fill.

Gentlemen, it would be impossible for me to thank you sufficiently for your labors in our behalf, and when you have grown old in well-doing and we have attained our majority and are in the turmoil of busy life we shall not forget the benefits which we have received at your hands.

"For one will ne'er forget his friends,  
If his heart be true and tender;  
Though diverse gales blow swift and long,  
Love's ties we'll still remember."

And may the prayer of each one who has attended here this evening be that God would bless the common schools, that their advantages might be increased and their benefit for good be felt throughout the entire length and breadth of this Republic. Many a fond and loving mother has shed tears of gratitude to know that her only son or daughter could be educated free. And many a fond father's heart has throbbed with joy that he could not suppress to know that even though he were but a poor mechanic, his children could receive a good Education that would fit them for any position. These free schools which are scattered all over this country are so many beacon-lights to guide the young to honor and usefulness.

The time has arrived when we must part. We thank you all for your kind attention, and hope that our humble efforts to entertain you have proved successful.

A most enjoyable Surprise Party was held at Mr. Kleinfeld's School, corner of 90th street and 2d Avenue, on Saturday evening, 10th inst., the occasion being Mr. Kleinfeld's birthday, when his pupils presented him with a valuable dressing-robe, and many of their friends met to offer congratulations, accompanied with presents suitable for the occasion. Addresses by the scholars—Masters Bierman Kurzman, Asher, Brown, Kutner, Freideman, Copinus, the bright little Edward Isaacs, and others—showed a proficiency in their elocutionary practice, with a sincere love for their school, and affection for those in charge of them. The evening passed into night, and the night almost to morning, full of enjoyment, leaving on the juvenile mind one of those agreeable impressions which frequently come to remembrance in after years. The entertainment was thoroughly enjoyed by all who had the good fortune to be present.

### LETTERS.

#### "Language versus Grammar."

To the Editor of the NEW YORK SCHOOL JOURNAL:—

"Justice," in last week's JOURNAL, complains that his son, fourteen years of age, who has been studying the elements of Grammar for two years, progresses with evident difficulty, cannot write even a little composition without immense effort, and is constantly speaking incorrectly. He concludes, and very properly, that the grammatical course pursued in our public schools is "mechanical and unpractical."

Now, Mr. Editor, the conclusion of "Justice" is precisely the conclusion that has been arrived at by myself, and probably by hundreds of other parents who have seen their children floundering in grammatical sloughs of Despond—without having the first idea that Grammar is to teach them how to handle living language, or that parts of speech, clauses, or sentences, are anything more than nasty nuisances to be defined and classified, parsed or analyzed. We presume that "Justice" son has been studying one of our time-honored Grammar's—say Kiddle's Edition of Gould Brown—sound as a nut, and not without value for people who already are tolerably versed in the subject, and want a treatise on its technicalities, with its interminable nomenclature, its arbitrary distinctions, its formidable array of paradigms, its legion of rules, exceptions, and observations—but about as fit to teach a beginner to handle speech, as a course of Differential Calculus would be to initiate a child into the mysteries of Addition. As well might you feed a youth on husks from which the kernels have been carefully removed, and expect him to thrive, as to look at any practical growth in Grammar from the use of such a text-book. The dry bones are there, but there is no life in them.

What use is it to know what a noun is, and how many classes of nouns there are, and whether they are masculine, feminine, or neuter, nominative or objective, if the learner is not taught how to use nouns in sentences? What good does it do to know that *speak* and *write* are verbs transitive and irregular, in the indicative or potential, past, present, or future, if like "Justice's" son the pupil cannot *speak* and *write* correctly? Parsing is not the *summum bonum* of human life. I fail to see the slightest utility in grinding out definitions and rules a thousand and one times over, a la Gould Brown's system of verbal parsing, to the great waste of time, exhausting of patience, and creating of an insuperable disgust with so-called Grammar and whatever pertains to it, for all time to come.

As the remedy for such cases, allow me to suggest that beginners be taught Language rather than technical Grammar: that they be instructed how to put words together in sentences, rather than to take them apart; that they be trained how to speak and write, rather than how to parse and analyze. This is the natural way, the philosophical way, the practical way, and I may add the successful way. Let exercises on the formation of sentences be pursued from the very outset—the difficulties and errors which are the most common stumbling-blocks be pointed out and explained—the substance rather than the technical shadow, be dealt with—the reality be handled instead of the name. Then the youthful scholar will appreciate that he has to do, not with mere theoretical abstractions, but with a thing of every-day use and prime necessity; his attention will be riveted, his interest awakened, and his progress will be proportionately rapid.

There are not wanting text-books to aid the teacher in pursuing such a course. The best of them, in my judgment, is QUACKENBOS' "ILLUSTRATED LESSONS IN OUR LANGUAGE," published by Appletons last summer, to which the *Daily Times* directed special attention, in an appreciative editorial notice, by the following remarkable expression of opinion:—"A student who goes carefully through this little book will understand the construction of the English sentence better, and be readier at correct speech and writing, than if he studied Lindley Murray or Gould Brown for three years."

A careful trial of this book with a private pupil confirms me in the opinion that the editor of the *Times* is right; and that, if the object is a practical acquaintance with the correct and elegant use of sentences, to be easily acquired and thoroughly impressed on the mind, Quackenbos' Language Lessons is the book to be used. It develops the subject by object-lessons from pictorial illustrations, and leads the learner from the simplest elements of sentence-building to the principals that underlie elegant composition and a good style, closing with a variety of mercantile forms. It also presents an ingenious course of training in *viva-voce* description and criticism, admirably calculated to impart fluency of expression.

Here is just what the scholar needs for every-day business life—which if he thoroughly acquires, he can well afford to



be ignorant of the hair-splitting niceties and useless abstractions of grammatical science. If our schools will adopt some little book like Quackenbos on Language containing but few pages, and written so that the most unexperienced teacher can use it with advantage. I feel sure there will be no more occasion for complaints like that of "Justice."

PROGRESS.

#### CONTINUED FROM PAGE 4.

The excessive indulgence in the so-called *Pure Corn Whiskey*, at 15 cents in the numerous bar-rooms, and 25 cents per glass in the hotels, such being the charge, is sufficient cause to keep any people poor, and to seal up the avenues to Public education.

The following notice, I saw posted on the fences of Goldsboro, N. C., which speaks for itself:—

"On Monday, 5th day of March, at the Court-house, I shall sell to the highest bidder for cash, all or as much of the personal property of the following named persons, as will satisfy the amount of Poll Tax due by them—50 cents each—to the town of Goldsboro for the year ending the 30th day of April, 1877."—Then follows the names of 250 persons.

I have been enjoying during the past six months, bright skies and warm Spring like weather. JOHN OAKLEY.

### Geometric Forms.

From the annual report of Hon. B. G. Northrop, Supt. of Schools for Connecticut. The report is interesting from the Educational thought that pervades it. The writer comprehends the problems with which the State has to do; his statements are clear, and his views elevated and instructive:—

"The majority of our scholars will never pursue geometry proper, but those who can never study its higher problems and theorems may and should all learn its forms. The ideas and terms thus learned will be especially useful to the carpenter, joiner, mason, worker in tin or in any metal, or at any trade. In modern education, nature becomes the great teacher. Facts, objects, common things are made the leading instruments in developing the faculties of the juvenile mind. Plato well said, 'The Deity delights in geometrizing,' for the world itself and everything in it is built after some geometric form or combinations of these forms. If then it be desirable to train youth to study nature, to learn the science of common things by early forming habits of careful and exhaustive observation, shall we not give them the few exact forms which, singly or combined, are the patterns of all objects?

"The child's mind naturally turns to form and size, and if untought, his notions will be vague and confused; if trained in these simple elements of geometry, they will be distinct and accurate. These elements are simpler than the first processes in arithmetic. Ideas of extension are more elementary and attractive than those of number. In the Kindergarten, children amuse themselves with combinations of form before those of number. Whether with the paper-folding, cutting, or pricking; with the wires, slats, cork, blocks, or plastic, they are creating forms rather than counting pieces and parts. The relations of place, form, and size are among the earliest conceptions of the juvenile mind.

"The subject of form enters into all our perceptions, descriptions, comparisons, imaginations, calculations and indeed into all the arts and occupations of men—the very texture of daily life. The direction which Plato placed over the door of the Academy, 'Let no one enter without a knowledge of geometry,' ought to be inscribed over the entrance to every school house in the land, as applicable to the teacher, so far, at least, as relates to the common geometric forms. 'Let no child leave even the primary school after the first term of his attendance without a knowledge of these forms, ought to be the motto plainly written on the inside of every school.

"The supposed difficulty of the subject is imaginary.—Multitudes of children from three to six years of age in the Kindergarten schools of Europe and this country are taught these forms. They make them with their blocks, cut them out in paper-pasting, shape them in paper-folding and paper-weaving, form them with wires and cork, mould them with plastic, draw them on the slate and black-board, and thus easily and early learn them. One grand result of Kindergarten-teaching is its demonstration that form is one of the earliest, easiest, pleasantest and most useful occupations of the juvenile mind.

### Teachers' Holiday Trip to Europe.

#### WHAT SHOULD BE DONE.

To the Editor of the NEW YORK SCHOOL JOURNAL:

In my last communication to the SCHOOL JOURNAL, I stated how a party can go pleasantly to Europe for a sum-

mer tour, and I am not surprised to be asked, "What should one see?"

The Ocean—first, to realize the mystery of God's creative power, and the wonders of man's ingenuity in finding out the paths of the Great Deep, with such unerring certainty that five minutes before the first glimpse of England appears, a captain will say, in 300 seconds, we will see the light-house! And it is so.

Then one is struck by the nonchalance of sailors and landmen "on the other side," no hurry, no curiosity, no surprise,—not even if the Flying Dutchman should enter the port with a phantom crew. What a primary lesson for us impetuous Americans!

Old warehouses, immense docks, highways and byways cut out of solid stone hills, and worn and battered by time into quaint, curious, picturesque thoroughfares, where one seems to be trespassing behind the scenes of all the magic lanterns that lecturers and tourists have presented to the school-girl's and school-boy's imaginations. Then the people. A sturdy, hardy race of men and women, occupied in their several pursuits as their fathers have been, not one hundred but a thousand years or more.

At the hotels we learn how solid comforts may be had for their value in money, but nothing garish is found in an English hotel.

The distinction between master and servant strikes us peculiarly, brass buttons and broadcloth never by any accident become confused in the land where *caste* is so persistently maintained. There is not the distinction of color there, as in America. A prince may be black as an Indian and as distinguished in social, political, or literary circles as albino. But then, there has been no such thing as slavery and a really degraded race of colored people in England, and when Time has graciously effaced the blot from our record we may be above the prejudices that ignorance and mistaken customs have imposed upon us.

London the city of millions, "the town" of Shakespeare, Milton, Johnston, Swift, Lamb, Goldsmith,—oh—the array of dear familiar names, every one of which is the centre of a cluster of memories as bright and genial as the soft, balmy, turf-scented glades of merry England through which we are now running with lightning speed, towards the town—"up to London." Yes, if we come from John O'Groats or Lands' End we may come "up" to London. It is one of the peculiarities of English, to go "up to London" if the actual direction be north or south.

The Grand Midland Hotel is the terminus of our first half day's journey, the largest hotel in England, and from its lofty observatory we may take a most satisfactory bird's eye view of the great, humming, breathing, moving, metropolis, covering an area of 122 square miles!

It is well for us, with our limited time, and fixed allowance of the most needful cash, that all our arrangements are made before-hand for visiting the Tower, Westminster Abbey, Houses of Parliament, and other long dreamed of sights of London. We go by every sort of conveyance, handsome cabs, "four wheelers," trams, under-ground railways and to Hyde Park in a more dignified brougham, for we are "just in season" Serpentine, Rotten Row, and the Drive of Hyde Park are ablaze with fashion and nobility.

Six days of London will not fail to give us such a wholesome respect for the wonderful growth and progress of our ancestors in that far away island home that we Americans have regarded as "old foggy," that we will be apt to come home with a more sedate walk than our gait hitherto, and while we work with renewed determination for the free institutions of our beloved America, we will not forget the substantial ponderous old bulwark across the ocean, and may adopt for our future motto the Latin saying, "one never dances when he is sober."

So much for the experiences we hope to enjoy in London, Mr. Editor, and if you are still not satisfied, I will continue the programme as it is marked out from the time we leave New York, June 30th, through the whole tour of Switzerland, Italy, the Rhine, Paris, and return. In the meantime the party is growing, the interest of most appreciative people is manifest, and as many of your readers will be welcome to sail with us, June 30th as we can comfortably stow into a first-class steamer. Please address for circulars or other information as before. MRS. E. D. WALLACE,

180 Macon st., Brooklyn.

### HOBOKEN.

The distribution of certificates to the graduates of the Hoboken Normal School took place on the 3d inst. Mr Munson, member of the Board of Education, presided. Miss Bailey recited "The Organ Builder"; Miss Lawler read an essay on "Education," in which she gave her views of that difficult subject in a very earnest and good way. Miss Mary Lambert said in a very appropriate way a word of thanks to the Board of Education and her former teachers.

Musical pieces were performed by Miss Sarah Davison, Florence Hoyt, Mary Michel, Annie E. Finn and Ella Callahan; specially do we mention the last named two ladies who sung splendidly.

Mr. Drew, Superintendent of the schools, spoke about graduating in school and in life; Mr. Kelly and Mr. Campbell about the difficulties of the examination which was passed, and Mr. Munson closed the harmonious exercises by the distribution of the certificates to some twenty young ladies.

At the monthly meeting of Teachers of the Grammar Schools in Hoboken, which is held every second Wednesday of the month after school-hours, different subjects appertaining to the several branches of Teaching are discussed. From those debates, led by the Committee of teachers of the Board of Education, good will result. Sometimes the teachers are addressed by eminent men who tell them facts which have presented themselves during the course of their experience, out of which suggestions are put forward in order that the difficult science of teaching may become easier for the teacher, and more comprehensible to the pupil. Among the men who can speak with authority on the many topics relating to instruction, Asst. Supt. Calkins can be looked upon as one who, by his careful studies and long experience has acquired the right to speak *en connaissance de cause*. On Wednesday, the 14th inst., he addressed the teachers of Hoboken, and made many valuable suggestions. First, he spoke of the meaning of the words, teaching, education, instruction. The teacher must be an educator; education means development. The teacher must instruct his pupils to hear, to see, to feel, etc., in short he must teach them how to use their senses; he must ascertain whether the pupil not only understands but *knows* what is taught to him. The different steps to be followed for this purpose are: instruction, illustration, exercise. About spelling, Prof. Calkins said that it is wrongly thought that reading should come forth out of spelling; just the opposite must take place. The child should first know how to read the word, and afterward how to spell it. Then the necessity of object-teaching, and of instruction concerning form was extensively dwelt upon. The illustrations given were very valuable to the practical Teacher. Prof. Calkins was not satisfied with giving suggestions; he illustrated them and told his eager listeners how to teach.

At the end of the lecture, Prof. Calkins put himself at the disposition of those teachers who wanted to ask him any questions or discuss with him on the subjects discussed in the lecture. We were rather surprised that so small a number answered his invitation. Either he made his subject so plain that nothing more was necessary, or the Teachers were indifferent to the important subjects discussed. Perhaps they were afraid to speak.

### The Death Struggle.

In the museum of Pompeii are preserved the most horrible and pathetic witnesses of the last days of the ill fated city. When the workmen were digging in 1863 they struck into a small cavity, the nature of which was of course a mystery to them. Without breaking further inoit they poured plaster of Paris down the crevices that were already opened, and as soon as the plaster had hardened, the crust of lava was carefully removed, and lo! the form of a human being in his death struggle perfectly preserved. Buried in the lava that hardened about him his body had crumbled to dust and left this wonderful mold. Several bodies have thus been reproduced—one of them with the features perfectly preserved, so that there is still some expression in the face. In one some parts of the skeleton are embedded in the plaster; and two female bodies found lying near each other are called mother and daughter. There is nothing at Pompeii more touching than the despair depicted in the attitude of this group. It was pleasant to get out into the narrow streets where the sun was glaring, and there we sought to forget the horrors of the museum.

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2. PLATE 2. Perspective view.  
3. PLATE 3. Perspective view, Frame Villa;  
House. Plans similar to Design No. 1.  
4. PLATE 4. 1st and 2d story plans of a Brick Vil-  
la. Scale indicated on plate.  
5. PLATE 5. Front elevation of Villa. Scale indi-  
cated on plate.  
6. PLATE 6. Perspective view.  
7. PLATE 7. Ground and 2d floor plans of Brick  
Villa. Scale indicated on plate.  
8. PLATE 8. Perspective view.  
9. PLATE 9. 1st and 2d floor plans of a Frame  
Villa. Scale indicated on plate.  
10. PLATE 10. Front elevation.  
11. PLATE 11. 1st and 2d story plans of a Frame villa  
12. PLATE 12. Perspective view.  
13. PLATE 13. 1st and 2d story plans of a Frame villa  
14. PLATE 14. Front elevation.  
15. PLATE 15. Perspective view of a Villa. Plans  
similar to Design 7.  
16. PLATE 16. 1st and 2d story plans of Brick Villa.  
Scale indicated on plate.  
17. PLATE 17. Perspective view.  
18. PLATE 18. 1st and 2d story plans of a Brick Villa.  
Scale indicated on plate.  
19. PLATE 19. Perspective view.  
20. PLATE 20. Perspective view of Brick villa. Plans  
similar to Design 10.  
21. PLATE 21. 1st and 2d story plans of Frame Vil-  
la. Scale indicated on plate.  
22. PLATE 22. Perspective view.

#### COTTAGES.

- Design No. 1. PLATE 23. 1st and 2d story plans of a Frame  
Cottage. Scale indicated on plate.  
2. PLATE 24. Perspective view.  
3. PLATE 25. Perspective view of Frame Cottage.  
Plans same as Design 13.  
4. PLATE 26. 1st and 2d story plans of a Frame  
Cottage. Scale indicated on plate.  
5. PLATE 27. Front elevation.  
6. PLATE 28. Perspective view.  
7. PLATE 29. 1st and 2d story plans of a Frame  
Cottage. Scale indicated on plate.  
8. PLATE 30. Perspective view.  
9. PLATE 31. 1st and 2d story plans of a Brick Cot-  
tage. Scale indicated on plate.  
10. PLATE 32. Perspective view.  
11. PLATE 33. 1st and 2d story plans of a Brick Cot-  
tage. Scale indicated on plate.  
12. PLATE 34. Perspective view.  
13. PLATE 35. 1st and 2d story plans of a Frame  
Cottage. Scale indicated on plate.  
14. PLATE 36. Perspective view.  
15. PLATE 37. Perspective view of Cottage. Plans  
similar to Design 7.  
16. PLATE 38. Perspective view of Cottage. Plans  
similar to Design 7.  
17. PLATE 39. 1st and 2d story plans of a Brick and  
Frame Cottage. Scale indicated on plate.  
18. PLATE 40. Perspective view.

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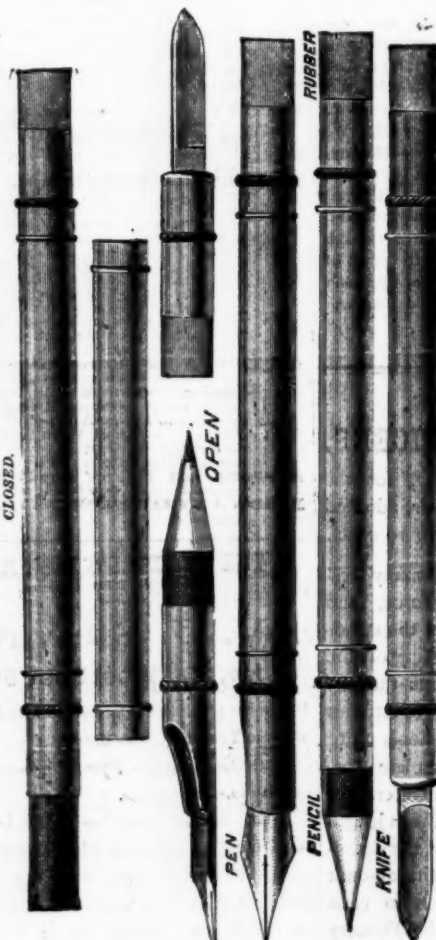
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